**Ziggurat Worksheet**Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.

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| **Behavior/Areas of Concern** | **For Specific Intervention Plan**  Operationalized Behavior  👁Student frequently says “Go home?”  👁Student engages in tech talk and does not complete tasks. | **Selected UCC Items** | | **Check all that apply** | | |
| * 4 * 5 * 7 * 22 | * 36 * 40 * 43 * 66 |
| **A** | **B** | **C** |
| Sensory and Biological | Sensory and Biological Intervention: | * Provide student with structured sensory diet under the consultation of OT. (SB) * OT to teach body awareness and recognition utilizing the “How is Your Engine Running” program. (SB) | | X | X |  |
| Underlying Characteristics Addressed: | **#66 Preoccupied with sensory integration** | |
| Reinforcement | Reinforcement Intervention: | * Encourage peers and staff to respond to student’s initiatives. (R) * Encourage participation in after school “Best Buddies” program where student is matched with a typical peer. (R) * Provide a consistent positive behavioral reinforcement system that rewards positive social experiences. (R) * Encourage peers and staff to positively reinforce when student responds to speaker. (R) * Provide verbal and nonverbal cues to initiate and respond to speaker. (R) * Positively reinforce for recognizing body cues and requesting break prior to engaging in repetitive behaviors. (R) | | X | X | X |
| Underlying Characteristics Addressed: | **#4 Share experiences with other**  **#5 Interact with others**  **#7 Take turns**  **#22 Repetition of phrases**  **#36 Delayed response**  **#40 Talks excessively**  **#43 Fails to initiate and Respond**  **#66 Preoccupied with sensory integration** | |
| Structure & Visual/Tactile Supports | Structure & Visual/Tactile Support Intervention: | * Provide Rocky with a social skills group(lunch bunch) to practice interaction skills by using student and video modeling.(SVT) * Script responses to common questions and provide written prompts in communication binder. (SVT) * Generate with Rocky a list of topics of interests with conversation starters. (SVT) * Utilize a visual and auditory timer to delineate length of activity engagement. (SVT) * Provide a written schedule of the day and refer to the schedule and clock when Rocky states “Go home?” (SVT) * Redirect student to visual schedule that delineates break time-a structured time to engage in tech talk. (SVT) * Use comic strips conversation to model initiating and responding. (SVT) * Utilize a behavior map to emphasize importance to the speaker of initiating and responding. (SVT) * Redirect student to visual schedule that delineates times for body breaks. (SVT) | | X | X | X |
| Underlying Characteristics Addressed: | **#4 Share experiences with other**  **#5 Interact with others**  **#7 Take turns**  **#22 Repetition of phrases**  **#36 Delayed response**  **#40 Talks excessively**  **#43 Fails to initiate and Respond**  **#66 Preoccupied with sensory integration** | |
| Task Demands | Task Demand Intervention: | * Script responses to common questions and provide written prompts in communication binder. * Generate with Rocky a list of topics of interests with conversation starters. * Encourage participation in after school “Best Buddies” program where student is matched with a typical peer. | | x | x |  |
| Underlying Characteristics Addressed: | **#5 Interact with others** | |
| Skills to Teach | Skill Intervention: | * Provide direct speech and language services to address pragmatic language deficits, utilizing the “Think Social” curricula. (ST) * Provide structured activities such as social games and classroom tasks that emphasize turn-taking. (ST) * Directly instruct attending to the speaker .(ST) * OT to teach body awareness and recognition utilizing the “How is Your Engine Running” program. | | x | x |  |
| Underlying Characteristics Addressed | **#4 Share experiences with other**  **#5 Interact with others**  **#7 Take turns**  **#36 Delayed response**  **#40 Talks excessively**  **#43 Fails to initiate and Respond**  **#66 Preoccupied with sensory integration** | |